



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

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DSI Scheduling Guidance for Self-Contained SPED Classrooms: Kindergarten to Age 22

Elementary and Secondary Course Codes, Graduation Requirements, and Workforce Development Programs

Version 2.0

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Introduction

Overview

The Division of Specialized Instruction (DSI) is committed to eliminating opportunity gaps and strengthening instruction for special education students in self-contained classrooms. This guidance document conveys scheduling requirements for elementary (K – 5), middle school (6 – 8), high school (C1 – C4), and adult (C5 – C8) students in self-contained SPED programs. Per IDEA, students with disabilities must be provided with access to the general education curriculum and courses to the greatest extent possible. For students who meet the Office of the State Superintendent of Education (OSSE) requirement for participation in the Multi-State Alternate Assessment (MSAA) and Dynamic Learning Maps (DLM) Science Alternate Assessment, DSI recommends scheduling these students using SPED course codes for grades 3-8 and C1 – C4.

Adult Learners Ages 18 – 22

Adult students pursuing a High School Achievement Certificate (HSAC), *formerly IEP Certificate*, who decide to continue their education with DC Public School after completing the C1 – C4 program of study, can enroll in or apply for DSI Workforce Development and Transition Pathway programs. Newly developed course codes for SY 2021-2022 are now available for the Workforce Development Center at River Terrace, Project Search, and our newest program option, the Post-Secondary Training and Education Program (P-STEP). The purpose of creating course codes for our C5 – C8 adult programs was to ensure that student involvement in **career readiness** and **job skills training** is included on the official transcript of program participants upon exiting high school, and to allow for the addition of workforce endorsements on a student's Certificate upon graduation from DCPS.

For assistance with master scheduling or to learn more about DSI self-contained SPED programs contact a DSI Program Manager or the Director of Academic Programs.

Program Type	Program Manager
<ul style="list-style-type: none"> Behavior & Education Support (BES) Specific Learning Support (SLS) 	Crystal.Millington@k12.dc.gov
<ul style="list-style-type: none"> Independence and Learning Support (ILS) Deaf and Hard of Hearing (DHOH) Vision Program 	Anna.Chirighin@k12.dc.gov
<ul style="list-style-type: none"> Communication and Education Support (CES) Early Learning Support (ELS) 	Megan.Gregory@k12.dc.gov
<ul style="list-style-type: none"> Medical and Education Support (MES) 	Natalia.Houston@k12.dc.gov
Director, Academic Programs	Willina.Robson@k12.dc.gov

Deaf and Hard of Hearing (DHOH) Program

Students rostered for the school based Deaf and Hard of Hearing (DHOH) program should receive instruction from a Teacher of the Deaf in accordance with their IEP. The Teacher of the Deaf must be scheduled to teach courses in which DHOH students are enrolled. This guidance applies to both the general education and outside of general education settings.

Deaf students who receive instruction in an inclusion setting may be eligible to receive support from an American Sign Language (ASL) Interpreter or an Itinerant Teacher of the Deaf. Students generally receive IEP accommodations to support their learning in the general education curriculum. These students should be scheduled using course codes available to general education students for all subject areas and electives.

For assistance with scheduling school-based Teachers of the Deaf, please contact:

- Akilah English, Deaf and Hard of Hearing Specialist: Akilah.English@k12.dc.gov
- Anna Chirighin, Manager of Low Incidence Disabilities: Anna.Chirighin@k12.dc.gov

Vision Program

The Vision Program serves eligible students ages 3-22, who require specialized instruction and support with a variety of visual impairments. The goal of the Vision Program is to provide supports and instruction that target the unique challenges experienced by students who are blind or visually impaired. Instruction is based on best practices and is aligned with the Common Core State Standards and Expanded Core Curriculum.

Students with visual impairments receive supports from itinerant special education teachers who specialize in instructing students with visual impairments. Students may also receive supports from Orientation and Mobility (O&M) instructors, who are considered related service providers.

Students should be scheduled according to their IEP needs. Master schedulers are encouraged to work with LEA representatives to ensure blind and visually impaired students are scheduled in the correct learning environment, inclusion or outside of the general education setting.

For assistance with scheduling O&M instructors, please contact:

- Anna Chirighin, Manager of Low Incidence Disabilities: Anna.Chirighin@k12.dc.gov

Elementary Scheduling Guidance

Inclusion, BES, and SLS

Students with IEPs who receive instruction in an inclusion setting or a self-contained Behavior and Education Support (BES) or Specific Learning Support (SLS) classroom generally receive IEP accommodations to support their learning in the general curriculum. These students should be scheduled using course codes available to general education students for all subject areas and electives.

ELS, MES, CES, and ILS

Students with IEPs who receive instruction in self-contained Early Learning Support (ELS), Medical and Education Support (MES), Communication and Education Support (CES), and Independence and Learning Support (ILS) classrooms will be provided access to the general education curriculum and courses to the greatest extent possible. DSI highly recommends scheduling students in self-contained programs in the Functional Life Skills elective course to ensure they have an opportunity to work on adaptive and daily living skills. Based upon IEP goals and services, some but not all students in the **Deaf and Hard of Hearing (DHOH)** program will require the Functional Life Skills course.

CrsNo	Course Name
NCE01	Functional Life Skills-01
NCE02	Functional Life Skills-02
NCE03	Functional Life Skills-03
NCE04	Functional Life Skills-04
NCE05	Functional Life Skills-05
NCE0K	Functional Life Skills-KG

Elementary SPED Course Codes

Students in grades 3 – 5 who qualify for the **Multi-State Alternate Assessment (MSAA)** and **Dynamic Learning Maps (DLM)** Science Alternate Assessment must be enrolled special education course codes to ensure report card and grading alignment with alternate assessment standards. DSI course codes and report card rubrics were developed for the following content areas in grades 3 to 5: ELA, Math, and Science. Master schedulers are encouraged to work with LEA Rep designees and IEP case managers to identify MSAA and DLM eligible students who should be enrolled in the below course codes.

CrsNo	Course Name
NEE03	ELA-03-SP
NEE04	ELA-04-SP
NEE05	ELA-05-SP
NME03	MATH-03-SP
NME04	MATH-04-SP
NME05	MATH-05-SP
NSE03	SCIENCE-03-SP
NSE04	SCIENCE-04-SP
NSE05	SCIENCE-05-SP

Middle School Scheduling Guidance

Inclusion, BES and SLS Self-Contained Programs

Middle school students with IEPs who receive instruction in an inclusion setting or a self-contained BES or SLS classroom receive IEP accommodations to support their learning in the general education curriculum. These students should be scheduled using course codes available to general education students for all content areas and electives. The middle school program of study for inclusion, BES, and SLS should include an opportunity to participate in CTE and Transition courses. DSI highly recommends scheduling MS students with IEPs into Secondary Transition courses which will allow them to focus on IEP goals related to education, training, independent living.

Inclusion, BES, and SLS - Middle School Program of Study			
Subjects	6 th Grade	7 th Grade	8 th Grade
ELA	ENG 6	ENG 7	ENG 8
Math	CC 6 th Grade	CC 7 th Grade	CC 8 th Grade
Science	Earth Science	Life Science	Physical Science
Social Studies	World Geography & Cultures	Ancient World History	U.S. History
Health & PE	Health & Phys Ed 6	Health & Phys Ed 7	Health & Phys Ed 8
*World Language	Level I-A	Level I-B	Level II
Transition	Character Development (ND1)	Character Development (ND2)	Pre-Employment Transition Skills (NC8)
Art & Music	Art 6 or Music 6	Art 7 or Music 7	Art 8 or Music 8

*Students should have the opportunity to be enrolled in World Language if offered at the local school.

SPED Resource Room and Elective Course Codes for Inclusion, BES and SLS Self-Contained Program

Crs Code	Course Name
NF1	Reading Resource MS6
NF2	Reading Resource MS7
NF3	Reading Resource MS8
NI4	Reading Foundations MS6
NI5	Reading Foundations MS7
NI6	Reading Foundations MS8
ND1	Character Development MS6
ND2	Character Development MS7
ND3	Character Development MS8

Crs Code	Course Name
NMA	LL Math Concepts MS6
NMB	LL Math Concepts MS7
NMC	LL Math Concepts MS8
NC1	Computer Skills MS6
NC2	Computer Skills MS7
NC3	Computer Skills MS8
NT1	LL: Test Taking MS6
NT2	LL: Test Taking MS7
NT3	LL: Test Taking MS8

CES and ILS Self-Contained Programs

Middle School students with IEPs who receive instruction in CES and ILS self-contained classrooms receive a modified core curriculum specially designed to meet the student's unique learning needs in the areas of literacy, functional living, and adaptive skills. These students should be scheduled using the DSI SPED course codes. DSI highly recommends scheduling CES and ILS students into Transition and Self-Advocacy courses.

ILS and CES Middle School Program of Study			
Subjects	6 th Grade	7 th Grade	8 th Grade
ELA	English FT 6	English FT 7	English FT 8
Math	Math FT 6	Math FT 7	Math FT 8
Science	Science FT 6	Science FT 7	Science FT 8
Social Studies	Concepts of World History & Geography I-A FT	Concepts of World History & Geography I-B FT	Concepts of U.S. History Geography 8 FT
Health & PE	Physical Ed MS6	Physical Ed MS7	Physical Ed MS8
Electives	Computer Skills MS6	Computer Skills MS7	Computer Skills MS8
Transition	Self-Advocacy MS6	Self-Advocacy MS7	Self-Advocacy MS8
Art & Music	Art 6 or Music 6	Art 7 or Music 7	Art 8 or Music 8

CES and ILS Course Codes by Subject Area

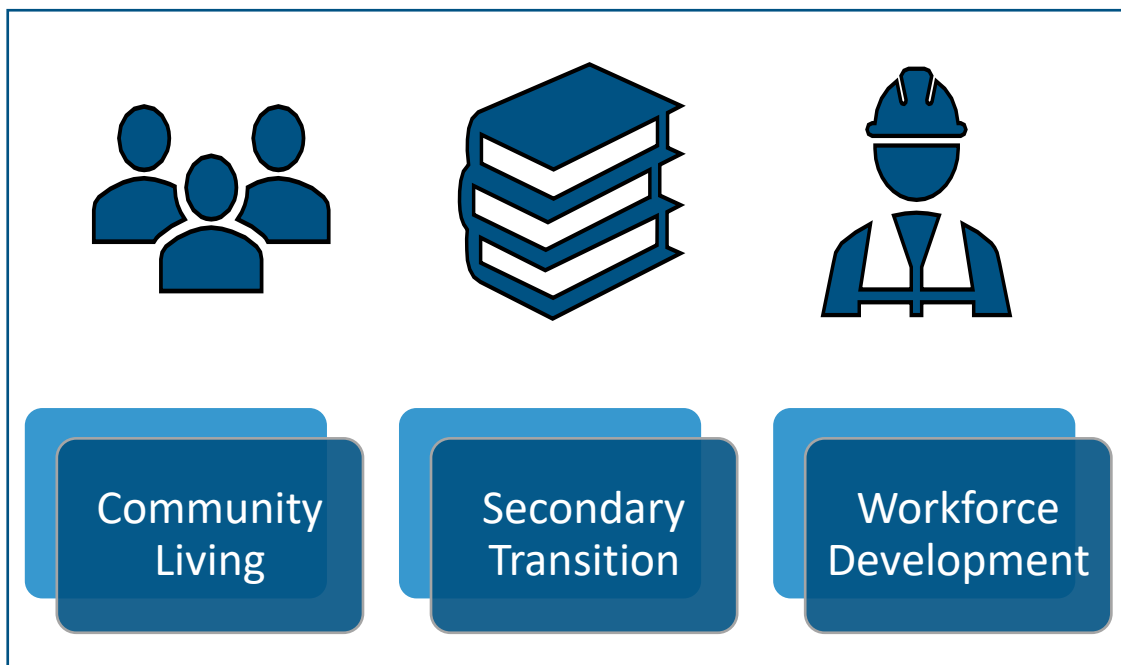
MS SPED Course Codes – Core Subjects					
Subject	Crs Code	Course Name	Subject	Crs Code	Course Name
English	NE1	English FT 6	Social Studies	NH1	Concepts of World Hist & Geo I-A FT
	NE2	English FT 7		NH2	Concepts of World Hist & Geo I-B FT
	NE3	English FT 8		NH3	Concepts of US Hist & Geo 8 FT
Math	NM6	Math FT 6	Science	NS1	Science FT 6
	NM7	Math FT 7		NS2	Science FT 7
	NM8	Math FT 8		NS3	Science FT 8

MS SPED Course Codes – Inner Core & Transition					
Subject	Crs #	Course Name	Subject	Crs #	Course Name
Art	NA1	Art MS6	*Phys ED	NP1	Physical Ed MS6
	NA2	Art MS7		NP2	Physical Ed MS7
	NA3	Art MS8		NP3	Physical Ed MS8
Music	NU1	Music MS6	Transition	NQ1	Self-Advocacy MS6
	NU2	Music MS7		NQ2	Self-Advocacy MS7
	NU3	Music MS8		NQ3	Self-Advocacy MS8

*NP9 – Adapted Aquatics MS

Subject	Crs Code	Elective Course Name
Electives	NC1	Computer Skills MS6
	NC2	Computer Skills MS7
	NC3	Computer Skills MS8

High School Achievement Certificate Guidance & Scheduling



Introduction

Overview

The District of Columbia Public Schools (DCPS) is committed to ensuring every student feels loved, challenged, and prepared to positively influence society and thrive in life by providing rigorous and inclusive learning environments for all students. DCPS is focused on accelerating growth for students of all identities and abilities by ensuring equitable access to opportunity and removing barriers to learning. This implementation guide conveys DCPS requirements related to the High School Achievement Certificate (*formerly, IEP Certificate of Completion*) graduation pathway, scheduling, and grading for students with significant cognitive disabilities who receive specialized instruction in a modified secondary education program.

A modified educational program provides students in our ILS and CES programs with the opportunity to be involved in and make progress on the DCPS core curriculum, while getting the supports and accommodations needed for a meaningful educational experience. The DCPS High School Achievement Certificate (HSAC) graduation pathway is a modified secondary education program designed to meet the unique learning needs of students with significant cognitive disabilities. Learning outcomes in the HSAC program of study are substantially different from a Standard High School Diploma, as the curriculum is specifically designed to meet a student's unique academic needs in the areas of literacy, functional living, adaptive skills, and transition.

Students in sensory support (DHOH or Visual Impairment) programs are either following the general education curriculum or a modified educational program, depending on their needs.

Guidelines

Depending upon whether the student and their IEP team select the High School Diploma or the HSAC graduation pathway, a student may require more than 4 years in high school. ***In DCPS, IEP teams must always pursue, or assess the feasibility of, the Standard High School Diploma before considering the HSAC program of study.*** Ultimately, the student's preferences, abilities, and plans for postsecondary options, as well as how the student communicates this information, should be the most influential factors in deciding whether to pursue a Standard High School Diploma or a High School Achievement Certificate. IEP team members must also rely on quantitative factors and information recorded in the student's IEP as guidance for this decision.

A student's graduation pathway decision must be made no later than the first annual IEP team meeting held when the student enters the ninth grade or is 14 years old. The decision to allow a student to pursue a Standard High School Diploma or a High School Achievement Certificate may be changed at any time to align with a student's progress in the core curriculum.

Students pursuing a HSAC graduation pathway will remain eligible to receive special education and related services through the end of the semester in which he or she turns twenty-two years of age.

Graduation Verification

There are three criteria by which a student on a SPED Certificate 24 CU graduation pathway can exit and receive their High School Achievement Certificate (HSAC):

1. The student's first 9th grade year occurred **before** 2015 and therefore does not fall under the SPED Certificate 24 CU program of study graduation requirement. The SPED Certificate 24 CU program of study was implemented at the beginning of SY 2015-2016 for students in ILS and CES academic programs.
2. The student's first 9th grade year occurred **after** 2015 and therefore must meet the SPED Certificate 24 CU program of study requirements by completing all courses outlined in the Letter of Understanding (LOU) prior to receiving their High School Achievement Certificate (HSAC), if exiting school prior to turning 22-years old.
3. The student has mastered IEP goals to the greatest extent possible and has aged out of special education services and programming, therefore they are eligible to exit with their High School Achievement Certificate (HSAC).

HSAC Program of Study

A High School Achievement Certificate is earned by students with disabilities who have mastered their IEP goals, completed the HSAC program of study, but have not met the requirements for a standard high school diploma. To be considered eligible for graduation, HSAC candidates must complete required coursework in the SPED Certificate program of study earning 24 credits in core subjects and electives.

Special Education Certificate – Program of Study			
Core Subject	Credits	Electives	Credits
English	4	Electives	2.5
Concepts of Mathematics	4	Learning Labs	3
Concepts of Science	4	Health & PE	0.5
Concepts of Social Studies	4	Transition Coursework	2

While students earning an HSAC are not required to perform 100 hours of community service, any hours of service that they do complete should be documented in ASPEN, so that they may be reflected on the student's educational record. This will ensure that if a student should choose to change their graduation pathway from HSAC to high school diploma, it will be possible for them/the student to meet the community service requirement for graduation.

Documentation Requirements in SEDS and Aspen

The decision to place a student on a Special Education Certificate program of study must be documented in a student's IEP and their Aspen education record. The following guidance is provided to ensure compliance and that documentation is properly executed in a students' academic record.

Special Education Data System (SEDS) Graduation Planning – Upon the IEP team determining that a student will be placed on a Special Education Certificate graduation pathway, the IEP case manager must ensure that the diploma decision selected on the IEP is set to one of the following options:

- High School Certificate prior to age 22
- High School Certificate at age 22

Prior Written Notice (PWN) Development of IEP – A student’s graduation planning decision must also be documented in the PWN titled “Development of IEP” at the conclusion of an IEP meeting. The PWN should note the parent’s agreement or disagreement with the graduation planning decision; and include a statement indicating that the student may change his or her graduation decision to High School Diploma prior to the age of 20.

A **High School Achievement Certificate (HSAC)** is not a Standard High School Diploma. There are limitations for students who exit the school system with a **HSAC** and not a Standard High School Diploma. Receiving a **HSAC** rather than a **Standard High School Diploma** will likely affect the following:

- College or university admission.
- Access to trade and vocational programs.
- Employment hiring options.

Aspen Education Records - Student transcripts and Letter of Understanding (LOU) must reflect the correct program of study for students pursuing a High School Achievement Certificate. When reviewing student transcripts please ensure that **Special Education Certificate – 24 CU** is reflected as the program of study. Additionally, IEP case managers must also verify that students are enrolled in SPED Certificate pathway courses that meet the 24-credit graduation requirement outlined in the Letter of Understanding. At every annual IEP meeting, case managers must review academic transcripts and LOUs to ensure students are on-track to graduation.

Multi-State Alternate Assessment (MSAA)

Students with significant cognitive disabilities who are deemed eligible by OSSE to participate in the alternate assessment will take the MSAA and Dynamic Learning Maps (DLM) Science Alternate Assessment in grades 3-8 and grade 11 (C3) instead of the required PARCC and DC Science assessments. English learners with significant cognitive disabilities will participate in the Alternate ACCESS for ELLs in grades 1-12. Eligibility for participation in any alternate begins with LEAs completing the appropriate documentation in SEDS. During the IEP development process, or through an IEP amendment, Individualized Education Program (IEP) teams are to carefully review OSSE’s [participation criteria](#) to identify individual students for whom it may be most appropriate to participate in the alternate assessment program.

LEAs must ensure or update documentation for alternate assessment requests in SEDS. For OSSE to review for participation eligibility, a student must have the following in SEDS:

- A current IEP on file.
 - The IEP must contain goals that address significant limitations in two or more adaptive skills areas, such as daily living skills, communication, self-care, social skills, academic skills, and work skills.

- The current IEP indicates “Alternate Assessment” selected by the IEP team.
 - In SEDS, under the “Classroom Accommodations and Testing Participation” tab in the IEP process, IEP teams must select either “*Alternate Assessment - With Accommodations*” or “*Alternate Assessment – No Accommodations*” in the Statewide Assessment Accommodations participation level box.
- Ensure there is a “[DC Alternate Assessment Participation Decision Documentation Form](#)” on file associated with the current IEP.
- Ensure all documentation to support the alternate assessment decision form has been uploaded.





Transfer Students

Detailing of Official Transcripts into Aspen

Secondary students with IEPs who transfer into DC Public Schools from an out-of-state jurisdiction or another DC LEA (e.g., DC Charter School or Non-Public) must have their official transcript record detailed into Aspen as received from the sending District. The process of detailing a student’s transcript into Aspen should include adding courses from all subject areas - core subjects, inner-core, electives, college and career readiness. Students who were on a non-diploma graduation pathway (i.e., IEP certificate) at the sending school District may have completed courses where Carnegie units or credits were not awarded. In this situation it is very important to detail the official transcript as it is written, noting the sending jurisdiction in the comments. These courses will be counted towards the DCPS SPED Certificate 24 CU program of study requirement if the student received a passing mark. During the graduation verification process all course equivalencies recorded in Aspen with or without earned course credit will be credited towards the High School Achievement Certificate (HSAC) SPED Certificate 24 CU requirement.

In cases where there is not a one-to-one course equivalency match, school counselors can submit a “Course Equivalency Request” into the [SASS QuickBase](#) application and indicate Willina.Robson@k12.dc.gov as the SPED POC in the *assign to field*.

Search Course Equivalency Requests

Course Name	<input type="text"/>	
Course Code	<input type="text"/>	
School Name	<input type="text"/>	
School District	<input type="text"/>	

Grading and Term Marks

Students receiving a High School Achievement Certificate, must receive the same marks/grades on their report cards and transcripts on an “A” through “F” scale, as their non-disabled peers who are completing a Standard High School Diploma. Students will be graded on the courses outlined in the Special

Education Certificate program of study. Grading practices for students with disabilities shall follow the policies, procedures, and guidance provided by the District of Columbia Municipal Regulations Title 5 Chapter 22. Progress made towards mastery of IEP goals will be documented quarterly on a student's IEP progress report.

Grade Elements for Students with Significant Cognitive Disabilities

Term marks are divided into four categories to reflect the diverse nature of student work: Participation, Practice and Application, Assessment, and IEP Goal Mastery. See below table for specific grading elements related to each category.

Category	Factors	Grading Elements
Participation	Listening, Speaking & Communication Effort	<ul style="list-style-type: none"> • Warm-ups • Rubrics • Narrative data • Attentiveness/Engagement • Quantitative data (e.g., frequency counts, occurrence data) • Analysis of self-monitoring data • Class Discussions • Responses via student's preferred mode of communication
Practice & Application	Student Work/Assignments	<ul style="list-style-type: none"> • Analysis of student work • Graphical displays of quantitative data • Data on level of prompting and independence • Student Response (written, verbal, eye gaze, hand movement, etc.) based on IEP goals and objectives • Presentations • Performance-based assignments • Classwork
Assessment	Formative, Summative, and/or Alternate Assessments	<ul style="list-style-type: none"> • Analysis of student work • Pre and post quizzes • Unit Test • Demonstrations • Projects/Portfolios • Presentations • Exit Ticket • Strategic questioning • Cumulative Cornerstone task • Student Product • Level of independent participation
IEP Goal Mastery	Satisfactory completion of student IEP goals and objectives, as determined by the IEP team.	<ul style="list-style-type: none"> • Reading • Written Expression • Mathematics • Transition • Adaptive/Daily Living Skills

HSAC Scheduling

High school students placed on a Special Education Certificate – 24 CU program of study must complete core subject area courses and electives to be eligible for graduation. The below table provides an overview of required core subject courses, learning labs, transition coursework, and electives. Course codes for each subject area are listed on separate tables within this guide.

Special Education Certificate – 24 CU Program of Study					
Core & Electives Subjects	Credits	C1/9 th Grade	C2/10 th Grade	C3/11 th Grade	C4/12 th Grade
ELA	4	English C1 (NE4)	English C2 (NE5)	English C3 (NE6)	English C4 (NE7)
Math	4	Found. Math (NN1)	Algebra1-A (NN2)	Algebra I-B (NN3)	Real World Math (NN4)
Science	4	Biology (NS5)	Env. Science (NS4)	Earth Science (NS6)	Phys. Science (NS7)
Social Studies	4	World History I-A (NH4)	World History I-B (NH5)	US History & Geo. (NH6)	US & Local Govt. (NH7)
Learning Labs	3	LL Elective	LL Elective	LL Elective	LL Elective
Electives	2.5	Elective	Elective	Elective	Elective
*Health & PE	.5	Fitness & Life. Sport (PE1)	Health Education (P26)		
Transition	2			Transition	Transition
Total Required	24.0				
Note: *Adapted Aquatics Secondary (NPA, 0.5, River Terrace Only) **Pre-Employment Transition Skill Course (Internship course)					

HSAC Course Codes

Core Subjects

Subject	Course #	Course Name	Credit
English	NE4	English C1	1
	NE5	English C2	1
	NE6	English C3	1
	NE7	English C4	1
Math	NN1	Foundational Math C1	1
	NN2	Algebra I A C2	1
	NN3	Algebra I B C2	1
	NN4	Real World Math	1
Science	NS4	Concepts of Environmental Science CE	1
	NS5	Concepts of Biology CE	1
	NS6	Concepts of Earth Science CE	1
	NS7	Concepts of Physical Science CE	1
Social Studies	NH4	Concepts of World Hist & Geo I-A C1	1
	NH5	Concepts of World Hist & Geo I-B C1	1
	NH6	Concepts of US Hist & Geo C3	1
	NH7	Concepts of US & DC Government C4	1

Health & Physical Education

Course #	Course Name	Credit
PE1	Fitness and Lifetime Sports I	0.5
PE2	Fitness and Lifetime Sports II	0.5
P26	Health Education	0.5
P31	Beginning Swimming	0.5
NPA	*Adapted Aquatics Secondary	0.5

Learning Labs

Course #	Course Name	Credit
NL1	LL Real World App I	1
NL2	LL Real World App II	1
NL3	LL Real World App III	1
NL4	LL Real World App IV	1
NTA	LL Character Exploration	0.5
NTB	LL Strategizing	0.5
NTC	**LL Career Exploration I	0.5
NTD	**LL Career Exploration II	0.5
NTE	**LL Career Management I	0.5
NTF	**LL Career Management II	0.5
NTG	LL Applied Life Skills	0.5
NTH	LL Daily Independence	0.5
NX1	**Learning Lab-Self Advocacy I	1
NX2	**Learning Lab-Self Advocacy II	1
NX3	**Learning Lab-Self Advocacy III	1
NX4	**Learning Lab-Self Advocacy IV	1
**Pre-Employment Transition Skill Course		

Transition Coursework

Course #	Course Name	Credit
ND4	Character Development C1	1
ND5	Character Development C2	1
ND6	Character Development C3	1
ND7	Character Development C4	1
NL6	Independent Living Skills C1	1
NL7	Independent Living Skills C2	1
NL8	Independent Living Skills C3	1
NL9	Independent Living Skills C4	1

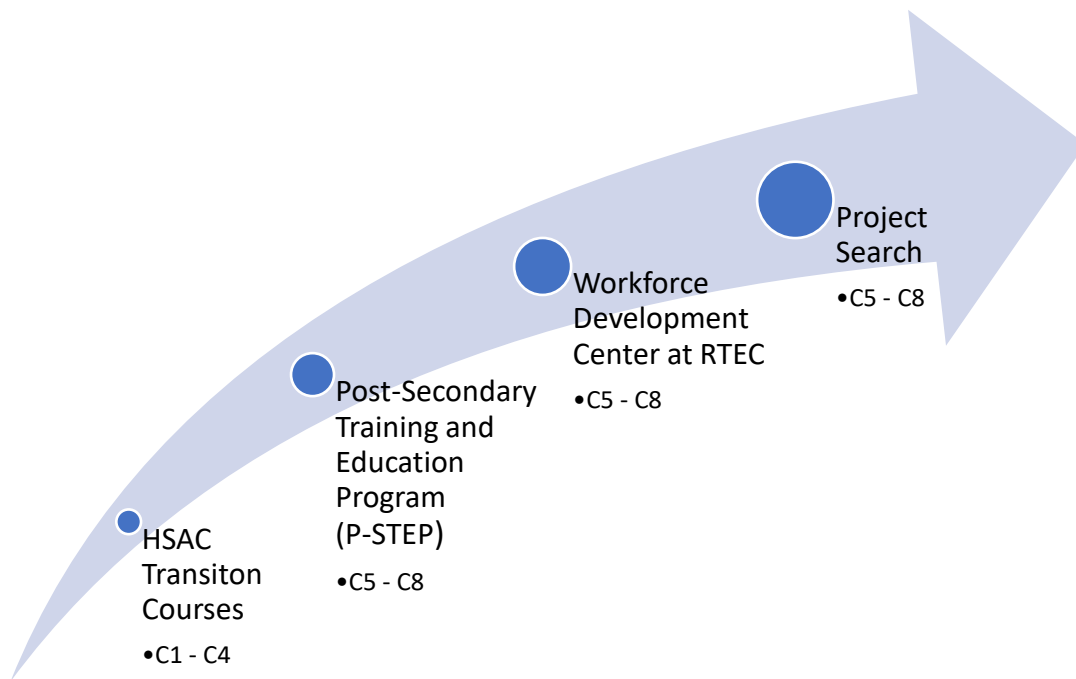
Course #	Course Name	Credit
NT4	Study Skills Development I	0.5
NT402	Study Skills Development I	0.5
NT5	Study Skills Development II	0.5
NT502	Study Skills Development II	0.5
NT6	Transition Study Skills I	0.5
NT602	Transition Study Skills I	0.5
NT7	Transition Study Skills II	0.5
NT702	Transition Study Skills II	0.5

Electives

Course #	Course Name	Credit
CA1	**General Exploration I	1
CA2	**General Exploration II	1
CA3	**General Exploration III	1
N76	***Hearing Support HS	1
NC4	Computer Skills C1	0.5
NC5	Computer Skills C2	0.5
NC6	Computer Skills C3	0.5
NC7	Computer Skills C4	0.5
NI2	Reading Workshop HS	1
Pre-Employment Transition Skill Course *Students in the DHOH program will require this course to access Learning Lab supports for subjects where interventions are needed or for instruction related to Deaf education.		

Course #	Course Name	Credit
A05	Art A	0.5
A19	Ceramics	1
A26	Drawing I	1
A30	Painting I	1
AS1	Sculpture A	0.5
U13	General Music	0.5
U25	Concert Band I	1
U35	Orchestra	1
UD3	Band I	1
UJ1	Ensemble I	1

DCPS Transition Pathways for Adult Students with Significant Disabilities



Program Overview

The DCPS Division of Specialized Instruction (DSI) is committed to providing robust educational and employment training opportunities for students with significant disabilities in our CES and ILS self-contained academic programs. The DCPS Transition pathway programs for adult students ages 18 – 22, prepares youth for integrated community living and entry-level employment in a career pathway of their choice. The primary goal of our C5 – C8 courses offerings and workforce training program options is to advance student learning with community-based instruction and paid work-based learning experiences.

Students with significant disabilities who complete the SPED Certificate 24 CU program of study may enroll in or apply for the DCPS Transition Pathways programs. Beginning SY 2021-22, DSI will introduce our newest Transition program offering the Post-Secondary Training and Education Program (P-STEP). The P-STEP pathway is designed to support C5 – C8 CES and ILS students who require additional skill development in preparation for the Workforce Development Center program at River Terrace EC. Any adult student, ages 18 – 21, who will remain enrolled at their neighborhood school for SY 21-22, can enroll in P-STEP courses and are eligible to participate in paid internship experiences.

Project Search and the Workforce Development Center at River Terrace are application only programs where students must meet specific criteria for eligibility (*completion of the SPED Certificate 24 CU program of study*). New program feature for Project Search and the Workforce Development Center includes course codes, a program of study, and workforce endorsements which will be added to the student HSAC graduation certificates and official transcripts upon completion of job training and workforce development programs.

	Post-Secondary Training and Education Program (P-STEP)	Workforce Development Center at RTEC	Project Search - Hilton Capitol Area Region (HCAR)
Grade Level	C5 - C8	C5 - C8	C5 - C8
Disability	ID and Autism	ID and Autism	*ID
Program Length	Up to 4 years	Up to 2 years	1 year
# of Seats	Local School	45	12
Enrollment	Open Enrollment	Application	Application

**Students with Autism are not eligible for DC Department on Disability Services (DDS), Developmental Disabilities Administration (DDA) services and funding which is an eligibility requirement for participation in Project Search.*

Transition Pathway Programs of Study and Course Codes

Post-Secondary Training and Education Program (P-STEP)

Post-Secondary Training and Education Program (P-STEP) Program of Study				
Course Type	C5 Course Name & Code	C6 Course Name & Code	C7 Course Name & Code	C8 Course Name & Code
Transition Coursework	Community Living Skills I (NCL1)	Community Living Skills II (NCL2)	Community Living Skills III (NCL3)	Community Living Skills IV (NCL4)
Financial	Financial Literacy: Life Skills I (NBW1)	Financial Literacy: Life Skills II (NBW2)	Financial Literacy: Life Skills III (NBW3)	Financial Literacy: Life Skills IV (NBW4)
Elective	<i>Elective</i>	<i>Elective</i>	<i>Elective</i>	<i>Elective</i>
Ethics	Workplace Literacy & Ethics I (NBW5)	Workplace Literacy & Ethics II (NBW6)	Workplace Literacy & Ethics III (NBW7)	Workplace Literacy & Ethics IV (NBW8)
Internship	School-Based Enterprise I (NEW3)	School-Based Enterprise II (NEW4)	School-Based Enterprise III (NEW5)	School-Based Enterprise IV (NEW6)

P-STEP Elective Course Codes

COURSE TYPE	COURSE NAME	CREDIT	COURSE #
Elective	Occupational Career Skills I	1	NOW1
	Occupational Career Skills II	1	NOW2
	Occupational Career Skills III	1	NOW3
	Occupational Career Skills IV	1	NOW4
	Social and Workplace Leadership I	1	NOW5
	Social and Workplace Leadership II	1	NOW6
	Social and Workplace Leadership III	1	NOW7
	Social and Workplace Leadership IV	1	NOW8

Workforce Development Center (WDC) at River Terrace Education Campus

Workforce Development Center (WDC) Program of Study		
Course Type	Year 1 Course Name & Code	Year 2 Course Name & Code
Transition Coursework	Community Living Skills I (NCL1)	Community Living Skills II (NCL2)
Financial	Financial Literacy: Life Skills I (NBW1)	Financial Literacy: Life Skills II (NBW2)
Internship	<i>Internship Option</i>	<i>Internship Option</i>
Elective	Social and Workplace Leadership I (NOW5)	Social and Workplace Leadership II (NOW6)
Literacy	Vocational Literacy I (NEW1)	Vocational Literacy II (NEW2)
Ethics	Workplace Literacy and Ethics I (NBW5)	Workplace Literacy and Ethics II (NBW5)

Workforce Development Center Internship Course Codes

COURSE TYPE	COURSE NAME	CREDIT	COURSE #
Internship	Health Services I	1	NPW1
	Health Services II	1	NPW2
	Horticulture I	1	NSW1
	Horticulture II	1	NSW2
	Hospitality I	1	NDW1
	Hospitality II	1	NDW2

Project Search (PS) Hilton Capitol Area Region

*Project Search Hilton Capitol Area Region			
Course Type	Credit	Semester 1 Course Name & Code	Semester 2 Course Name & Code
Leadership	2	Project Search: Hospitality Practicum I (NC9)	Project Search: Hospitality Practicum II (NC10)
Financial	2	Financial Literacy: Life Skills I (NBW1)	Financial Literacy: Life Skills II (NBW2)
Literacy	2	Vocational Literacy I (NEW1)	Vocational Literacy II (NEW2)
Internship	1.5	<i>Internship Rotation (Term 2)</i>	<i>Internship Rotation (Term 3 & 4)</i>
Total	7.5	<i>*70% of Project Search participants have been hired in the hospitality industry</i>	

Project Search Internship Rotation Course Codes

COURSE TYPE	COURSE NAME	CREDIT	COURSE CODE
Internship	Project Search Internship: Administrative Assistant	0.5	NCWA
	Project Search Internship: Banquet Person	0.5	NCWB
	Project Search Internship: Dishwasher	0.5	NCWD
	Project Search Internship: Engineering (Maintenance)	0.5	NCWE
	Project Search Internship: Front Desk/Bell Person	0.5	NCWF
	Project Search Internship: Housekeeping	0.5	NCWH
	Project Search Internship: Laundry Attendant	0.5	NCWL
	Project Search Internship: House Person	0.5	NCWO
	Project Search Internship: Public Space Attendant	0.5	NCWP
	Project Search Internship: Steward	0.5	NCWS
	Project Search Internship: Bus Person	0.5	NCWU

Appendix

C5 – C8 Course Codes

COURSE TYPE	TRANSITION PATHWAYS COURSE NAME	MARK TYPE	CREDIT	COURSE #
Financial	Financial Literacy: Life Skills I	P/F	1	NBW1
	Financial Literacy: Life Skills II	P/F	1	NBW2
	Financial Literacy: Life Skills III	P/F	1	NBW3
	Financial Literacy: Life Skills IV	P/F	1	NBW4
Ethics	Workplace Literacy and Ethics I	P/F	1	NBW5
	Workplace Literacy and Ethics II	P/F	1	NBW6
	Workplace Literacy and Ethics III	P/F	1	NBW7
	Workplace Literacy and Ethics IV	P/F	1	NBW8
Transition Coursework	Community Living Skills I	P/F	1	NCL1
	Community Living Skills II	P/F	1	NCL2
	Community Living Skills III	P/F	1	NCL3
	Community Living Skills IV	P/F	1	NCL4
Leadership	Project Search: Hospitality Practicum I	P/F	1	NC9
	Project Search: Hospitality Practicum II	P/F	1	NC10
Internship	Project Search Internship: Administrative Assistant	P/F	0.5	NCWA
	Project Search Internship: Banquet Person	P/F	0.5	NCWB
	Project Search Internship: Dishwasher	P/F	0.5	NCWD
	Project Search Internship: Engineering (Maintenance)	P/F	0.5	NCWE
	Project Search Internship: Front Desk/Bell Person	P/F	0.5	NCWF
	Project Search Internship: Housekeeping	P/F	0.5	NCWH
	Project Search Internship: Laundry Attendant	P/F	0.5	NCWL
	Project Search Internship: House Person	P/F	0.5	NCWO
	Project Search Internship: Public Space Attendant	P/F	0.5	NCWP
	Project Search Internship: Steward	P/F	0.5	NCWS
	Project Search Internship: Bus Person	P/F	0.5	NCWU
Literacy	Vocational Literacy II	P/F	1	NEW 2
	Vocational Literacy I	P/F	1	NEW1
Internship	School-Based Enterprise I	P/F	1	NEW3
	School-Based Enterprise II	P/F	1	NEW4
	School-Based Enterprise III	P/F	1	NEW5
	School-Based Enterprise IV	P/F	1	NEW6

Electives	Occupational Career Skills I	P/F	1	NOW1
	Occupational Career Skills II	P/F	1	NOW2
	Occupational Career Skills III	P/F	1	NOW3
	Occupational Career Skills IV	P/F	1	NOW4
	Social and Workplace Leadership I	P/F	1	NOW5
	Social and Workplace Leadership II	P/F	1	NOW6
	Social and Workplace Leadership III	P/F	1	NOW7
	Social and Workplace Leadership IV	P/F	1	NOW8
Internship	Health Services I	P/F	1	NPW1
	Health Services II	P/F	1	NPW2
	Horticulture I	P/F	1	NSW1
	Horticulture II	P/F	1	NSW2
	Hospitality I	P/F	1	NDW1
	Hospitality II	P/F	1	NDW2

C5 - C8 Course Descriptions

Community Living Skills

The Community Living Skills I-IV course explores aspects of community participation with a focus on citizenship, health care management, community navigation, disability services, and personal and household care. Students will learn skills related to living a fully integrated life within the community.

Community Living Skills curricular goals include ensuring students have the knowledge and awareness to:

- Identify short-term and long-term independent living goals.
- Become their own health advocate, including doctor selection, medical care plans, etc.
- Understand why their vote matters, voter registration, and how to cast your vote in-person or by mail.
- Practice self-management and communication.
- Confidently navigate the community and access resources.
- Practice proper hygiene, appearance, and personal care.
- Understand what to do in the case of an emergency and obtaining emergency assistance.
- Understand their rights under the American with Disabilities and Rehabilitation Acts.
- Access adult disability services through the DC Department on Disability Services.

Financial Literacy Skills

The Financial Literacy: Life Skills I-IV course explores functional math skills for home, school, work, and the community. Curricular goals focus on leveled age-appropriate concepts, key skills in vocabulary, options for personalized learning, and an understanding of how to effectively use financial skills through various resources and authentic tasks.

Financial Literacy: Life Skills I-IV curricular goals include ensuring students have the knowledge and skills to:

- Open and maintain a bank account.
- Understand the difference between a savings vs. a checking account.
- How to balance a checkbook using online tools.
- Understand how to read a paycheck.
- Understand how to read w2's.
- Have the ability to fill out w4's.
- Understand the difference between salaried versus hourly wages.
- Develop money management and good financial habits.
- Understand the difference between SSI and SSDI benefits.

Occupational Career Skills

The Occupational Career Skills I-IV course provides students with the opportunity to learn task related skills such as sorting and assembling, pattern recognition, and multi-step processes. Students will also learn soft skills such as working with others, staying on task, asking for help, and attending for long periods of time. Curricular goals focus on the skill mastery students need to become effective employees.

Occupational Career Skills I-IV curricular goals include ensuring students have the knowledge and skills to:

- Identify various career pathways that align with their skills and knowledge.
- Practice the multi-step processes and pattern recognition to sort and assemble products.
- Understand how to organize and stock shelves.
- Develop proper etiquette when answering telephones.
- Advance customer service and clerical skills such as bookkeeping, administrative duties, filing, etc.
- Practice custodial and maintenance engineering task.
- Succeed in retail and sales training.
- Become an efficient housekeeper or public space attendant.
- Serve in the restaurant and hospitality industry as waiter/waitress, host/hostess, etc.

Social and Workplace Leadership

The Social and Workplace Leadership I-IV course explores advanced social skills concepts such as on-the-job social situations, work ethics and attitude, peer relationships, and personal behaviors. Curricular goals focus on students learning social and leadership skills and understanding various leadership styles. Peer relationships and achieving challenging objectives through decisive actions and decision-making are explored through role-playing.

Social and Workplace Leadership curricular goals include ensuring students have the knowledge and skills to:

- Practice self-determination, self-regulation, and appropriate social skill behaviors.
- Display proper attitudes when communicating in social settings versus employment settings.
- Cooperation in daily life activities.
- Understand workplace safety and harassment.
- How to solve problems daily and accept consequences.
- Examine ethics, choices, and making proper decisions.
- Take initiative.
- Explore the difference between social and workplace etiquette.

Workplace Literacy and Ethics

The Workplace Literacy and Ethics I-IV course explores job-related writing skills, job-related knowledge and skills, communication and technology skills, and work ethics and attitude. Curricular goals focus on skills needed to secure and maintain entry level employment. Educator implementation of the 4 C's of critical thinking, collaboration, communication, and creativity are reinforced through authentic tasks and activities.

Workplace Literacy and Ethics curricular goals include ensuring students have the knowledge and skills to:

- Apply active learning strategies and functional academic skills in reading and writing.
- Practice ethic principles and their importance in career development.
- Develop workplace vocabulary and business English.
- Evolve listening and speaking abilities.
- Advance writing ability in the areas of applications, resumes, and other job-related aptitudes.
- Practice job search strategies using technology and search engines.
- Learn advanced interview skills to increase confidence.
- Understand rights and protections under ADA.
- Participate in school community-based volunteering and instructional opportunities.

School-Based Enterprise (SBE)

The School-Based Enterprise (SBE) I-IV course endeavors to teach employability skills that will be relevant in the modern world of work. Through intensive training, team building, and caring for the school community, this SBE course sets the student up for success. Students will develop decision making and problem-solving skills, demonstrate time management, and display work ethic and character.

Curricular goals focus on preparing students to participate in an integrated work role within the local school. By engaging in a paid internship and workplace learning experience, students enhance employability skills relevant to the modern workplace by providing goods/services. In this capacity, all operations are managed by students with instructor guidance as needed.

School-Based Enterprise curricular goals include ensuring students have the knowledge and skills to:

- Succeed through team building.
- Learn to care for the school community by meeting the needs of the school environment.
- Develop decision making skills and problem-solving abilities.
- Develop character and work ethic.
- Explore business proposals from planning to implementation of enterprises such as bath bombs, coffee shop, and car wash.